

UNIVERSITY OF CALIFORNIA

DEPARTMENT
OF
PHILOSOPHY

GRADUATE STUDENT
HANDBOOK

SANTA BARBARA

DEPARTMENT OF PHILOSOPHY

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This handbook is designed to guide graduate students through the various stages of their studies. The following pages include faculty specialties, an outline of the graduate program and procedures, financial support, rules and responsibilities for graduate student teaching, and job placement information.

We hope you will find the information useful, and wish you every success in your studies.

Matthew Hanser, Chair
Department of Philosophy

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MESSAGE FROM THE GRADUATE ADVISORS

We are very pleased that you have chosen our department to pursue your graduate studies in philosophy and extend our heartfelt welcome to you. This handbook has been written with an eye towards answering most of the questions you may have, and we would like to suggest that you peruse it and use it for future reference. We would like to take this opportunity to highlight some of the most crucial items in an introductory way.

Academic Program

Our graduate program in philosophy has two objectives: to provide you, through course work, with the broad familiarity of a variety of philosophical subjects that you will need to be a well-rounded philosopher and an effective teacher; and to develop your potential as a researcher by giving you an opportunity to do supervised research, culminating in the writing of a doctoral dissertation.

As a norm, your graduate career may be divided into three sequential phases: (a) fulfilling course requirements, (b) passing the Qualifying Paper, and (c) writing the Ph.D. dissertation. The critical "hurdle" in our program is phase (b). Except in extreme cases, we shall not require a student to leave the program in phase (a). Of course we may informally recommend to you that pursuing other endeavors may be the wisest course of action insofar as our particular program or an advanced degree in philosophy is not everyone's cup of tea. Phase (b) is our principal screening device where you will either be advanced to phase (c) or be asked to leave our program (normally with an MA). Phase (c) is, to some extent, a matter of perseverance.

Phase (a), the course requirements, is largely designed to assure breadth in your training. You are required to take 14 courses (for a letter grade of B or better) of which one must be logic (PHIL 284G); three must be in the history of philosophy; three in metaphysics-epistemology, broadly construed to include philosophy of language and philosophy of mind; and two must be in value theory, broadly conceived to include ethics and social and political philosophy, among others.

Of the 14 courses, at least 5 must be graduate seminars. No more than one Independent Study Course/Direct Reading & Research (PHIL 596) can be used to satisfy the 14-course requirement, and the content of such an Independent Study must be substantially different from that of other courses taken to satisfy the requirement. The normal course load is 12 units (or a combination of three seminars or courses) per quarter. If you are appointed as a teacher's assistant (TA), you will normally only take two courses or seminars in addition to 4 units in PHIL 500 (Applied Teaching in Phil) or PHIL 501 (TA Training.) As a result, you will normally complete your course requirement of 14 courses by the end of the Fall Quarter of your third year.

During phase (a) you will want to be thinking, eventually, in terms of the area of your Qualifying Paper, and especially in your second year, selecting some of your courses accordingly. As a result, it is urged that you complete your logic requirement your first year, and that good progress be made during that first year towards completing the distribution of courses that are required. The logic sequence PHIL 283/284 is offered only once a year, and while only PHIL 284 is required, it may prove difficult to take PHIL 284 unless you are acquainted with the deductive system that is introduced in PHIL 283. As a result, you may want to take or audit PHIL 283; if you take PHIL 283 for a letter grade, and receive a B or better, it will count towards the 14-course requirement. Not all courses are offered every year and content of seminars change every year. It may therefore be wise to take any course or seminar that you are interested in when it occurs. You should also be aware that during some quarters only two seminars are offered; thus you are likely to have no choice if you postpone the seminar requirement to the very end.

As part of your preparation for the Qualifying Paper, you may want to take Direct Reading & Research/Independent Study (PHIL 596). This may be helpful in the following circumstances:

- 1) Clearly, not all students will have written a paper for a course or seminar which they could revise and expand for a Qualifying Paper. If you feel that your course work has not yielded, and is not likely to yield in the future, a term paper that could serve as the basis of a Qualifying Paper, you might be well advised to arrange a PHIL 596 course in an area that you think will yield such a term paper.
- 2) Since term papers are often "thrown together" during the last few weeks of a term, they may not provide sufficient training in writing an extended original paper of the sort of quality and length (not exceeding 10,000 words, including introduction, footnotes and appendices) required by the Qualifying Papers. It may therefore be advisable to attempt to write such a paper under the close supervision of a faculty member in an Independent Study course. The success of such a learning experience depends very much on your being able to locate a faculty member whose other duties allow him or her to meet with you often during the term to discuss the drafts you will be submitting.

Remember, PHIL 596 can count for the 14-course requirement only if its content is substantially different from that of any other course used to satisfy that requirement. Thus, if you use PHIL 596 to rework a previously written paper (see option 2 above), it will be *in addition to* the 14-course requirement.

Upon completion of your course requirements, you must immediately proceed to the Qualifying Paper by enrolling in PHIL 597 unless you use option 2 discussed above, and that option can only postpone writing the Qualifying Paper for one quarter. Prior to registering for PHIL 597, you must submit a short topic proposal (about one page long) and have discussed proposal's appropriateness with at least one faculty member.

The Qualifying Paper may be on any topic of your choice and must demonstrate your ability to do original work in philosophy. It can be a paper you have written for a seminar or course but only rarely will an un-revised paper be good enough to meet the standards of a Qualifying Paper. You may consult with faculty during the preparation of a Qualifying Paper, but a successful paper must demonstrate the capacity for independent work. Each student is allowed only two submissions or chances to pass the Qualifying Paper Requirement. Normally students will write the paper after the completion of all course requirements; however, a student may submit a Qualifying Paper any time after enrolling in the program. ***Keep in mind that the Qualifying Paper must be passed no later than the end of the first quarter of the fourth year***, therefore, it is better to turn the first attempt in by the end of the third year to allow for a second attempt if needed. A submitted Qualifying Paper is read by the entire "ladder" faculty in-residence (Professors, Associate Professors, and Assistant Professors, including acting Assistant Professors). A faculty meeting is convened where your paper is discussed by all ladder faculty members in-residence with those most knowledgeable in the field of your paper normally taking the lead. Upon conclusion of the discussion, a vote is taken and a majority must be in favor of passing the paper in order for you to have passed the Qualifying Paper Requirement. Should your paper not pass, the second attempt may be a re-write of your first attempt or a completely different paper.

The oral examination is sufficiently discussed later in this handbook. Its main function is to help the student get a good start on the dissertation. The dissertation itself should be self-explanatory. However, students should be aware that within six months of advancing to candidacy, a student must submit to his or her committee a dissertation proposal or a chapter of the dissertation. Eligibility for further financial aid is contingent upon the committee as a whole finding the proposal or chapter to be acceptable.

Some Procedural Matters

Until you pass the Qualifying Paper Requirement, you need to have the courses you plan to take approved. Before registering (through GOLD), a Course Approval Form must be completed and signed by one of the Faculty Graduate Advisors. Failure to do this will result in your being "unregistered" from all your courses.

Three times a year, you will be asked to meet with a Faculty Grad Advisor so that we can fill out the Course Approval Form and discuss your academic progress. Beyond making sure that you are completing your course requirements in a timely manner, at these individual meetings we shall discuss the evaluations you received from your instructors. For each course you take, your instructor files a short narrative evaluation of your performance. These evaluations are not directly available to you. We will use the meetings to summarize the evaluations you have received for your course work. Going over all your recent evaluations is often useful in spotting patterns of strengths and weaknesses. [We use these semi-confidential evaluations in part because some of us can be reticent in saying negative or overly laudatory things directly to students; it can also happen that the narrative evaluations are more revealing than grades insofar as grading practices can differ from instructor to instructor.]

Towards the end of each academic year, the entire ladder faculty meets to discuss the performance of all graduate students. While in most cases, no particular recommendation emerges, if such a recommendation beyond that normally communicated by the graduate advisor emerges, we shall meet with you to communicate the recommendation.

It should be evident from what has been said that we must be able to reach you to set up appointments, make announcements, etc. **Please make it a habit to read all e-mails, phone messages, and notices in your department mailbox often, and to respond as requested, in a timely fashion.**

Financial Aid

While there are some sources of financial aid noted here, a more comprehensive list can be found at the UCSB Financial Aid website (www.finaid.ucsb.edu) and Graduate Division website (www.graddiv.ucsb.edu).

The major sources of financial support given in our department are through fellowships and Academic Student Employment (ASE's). ASE's administered by the department include Teaching Assistantships (TA-ships), Associate appointments, Readerships and Graduate Student Researcher (GSR) appointments. By and large, we use fellowships to recruit first year students and, if possible, to support one quarter of dissertation work towards the end of the student's career. ASE's are used to support continuing students in intervening years. Given this traditional division of financial aid in our department, while fellowship applications from all students will be considered, we give decided preference to incoming students and students finishing their dissertations. (This preference is not quite as decided for certain fellowships administered by the Graduate Division and other sources.) It should also be noted that certain forms of financial aid administered by the Graduate Division have different application deadlines and that all forms of aid from the Graduate Division require filing a FAFSA form (or an equivalent form for International Students). Notices will be forwarded to all department grad students (through philgrad@mail.lsit.ucsb.edu) for opportunities for fellowships, grants and other financial assistance as they arise.

To compensate for the preference given to incoming students in the allocation of fellowships, the department normally chooses TA's from the pool of students who have completed at least one year of graduate study at UCSB. In awarding TA-ships, two factors are considered: (A) the student's priority

group (in terms of number of years in residence and the number of years of financial support promised/received) and (B) the student's performance in the program relative to other members in the same priority group.

The priority grouping for financial support is:

- I: 2nd, 3rd, and 4th year students with the promise of support (*top priority*)
- II: 2nd, 3rd, and 4th year students with no promise of support
- III: 5th year students with less than 4 years (12 quarters) of support
- IV: 5th year students who have received 4 years (12 quarters) of support
- V: Students who are beyond their 5th year, whether or not they have received 4 years of support (*lowest priority*)

Group V students have exhausted their financial aid, and will be appointed as an ASE only if there are any available openings, and exceptional past performance as an ASE has been demonstrated. Group II, III and IV students have also exhausted their financial aid, but in the case of need and exceptional merit, may be considered for additional quarters of support.

In the case of a fellowship or ASE appointment, the primary criterion of an award is academic promise attested to by grades, letters of recommendation, evaluation scores, and narrative evaluations of courses by instructors or the dissertation supervisor. For ASE appointments, consideration is also given to past performance as an ASE. Failure to carry out responsibilities as a TA will severely jeopardize the possibilities of reappointment within the department in future quarters as an ASE. All ASE's are *expected* to put good faith effort into teaching. Associate positions are only offered to students who have completed their M.A. and C.Phil., and have sufficiently proven their teaching abilities through previous TA-ships.

In the case of ASE appointments, it should be noted that in some cases the final decision on the number of available ASE's for the year may not be forthcoming until as late as June or July if the college's allocation of ASE's to our department occurs late. Specific announcements by the department about which courses will be taught by which students may not occur until up to 4 weeks before each quarter begins, although every effort will be made to get these decisions and announcements made sooner.

Student employment is limited to 50% FTE (15-20 hours per week) without an exception request. If this time limitation causes an undue hardship on either the student or the department, the chair or graduate advisor may ask for an exception up to a maximum of 75% FTE for total combined UC employment. Students on F-1 visas may not work over 50% FTE during an academic quarter. (Students may work 100% FTE during summer.) Students who exceed 80% FTE will be subject to DCP (Defined Contribution Plan) withholdings and other mandated federal withholdings.

Further information regarding ASE employment can be found at Academic Personnel (<http://ap.ucsb.edu/employment/academic.student.employee.positions/>) or at Human Resources (<http://hr.ucsb.edu/employment/>).

The matter of financial support is a very difficult one -- we wish we had more to offer but our funds are unfortunately limited. We often have to make difficult decisions, and with hindsight we sometimes recognize that we could have made better decisions. I ask for your understanding on this difficult matter in the years to come.

Note: A major expense for students who are not residents of California is the out of state tuition. If you are a citizen or a permanent resident of the United States from outside California, it is normally possible for you to establish California residency at the end of your first year of resident graduate study. If you are in this category, please be sure to take the steps towards establishing residency through the Registrar's Office.

We would like to close this message with our personal hope that we can establish a sense of a philosophic community on this campus. Please plan to attend our outside speakers program and the dinners that follow, as well as other social functions our department may have. Feel free to use the Philosophy Common Room to spend time with your fellow students and faculty, and take whatever opportunities that may arise to get to know each other. We always are interested in your ideas on ways student/faculty relations could be made better and how we can enliven our philosophic community.

We can be reached via email anytime (Voula – vtsouna@philosophy.ucsb.edu / Nathan – nsalmon@philosophy.ucsb.edu), so don't hesitate to contact us for input or advice. We trust your stay here will be productive and pleasant, and we look forward to getting to know you well in the coming years.

Voula Tsouna and Nathan Salmon
Faculty Graduate Advisors

INTRODUCING DEPARTMENT ADMINISTRATION AND STAFF

The *Chair of the Department* is **Professor Matthew Hanser** (Office: South Hall 5724 / Email: hanser@philosophy.ucsb.edu / Phone: 805- 893-3165). He has final responsibility for all matters relating to the department. He has full authority in matters of course scheduling and appointments of TA's, Associates, and all temporary (non-ladder) faculty, though he usually consults with the department. In all other matters, it is the chair who recommends actions to the campus administration (though in most instances he is required to consult the ladder faculty and represent their views). The chair is appointed by the Provost of the College of Letters and Science.

The *Graduate Advisors*, **Professors Nathan Salmon** (Office: South Hall 5712 / Email: nsalmon@philosophy.ucsb.edu / Phone: 805-893-4028) and **Voula Tsouna** (Office: South Hall 5722 / Email: vtouna@philosophy.ucsb.edu / Phone: 805-893-3990) are the official faculty representatives of the Graduate Dean in matters affecting graduate students or graduate programs in the academic departments. The Graduate Advisor is an administrative appointment, made by the Dean of the Graduate Division, separate from the department chairperson, the department, and the Academic Senate. The Graduate Advisor's signature is the only department signature, other than the chairperson's, recognized as official on forms and petitions presented by graduate students. It is the Graduate Advisor who evaluates and approves students' course of study, advises them on advancement to candidacy, considers their petitions to add or drop courses, to waive or substitute requirements, and to take leaves of absence or lapsed status, etc. The Staff Graduate Program Advisor works closely with the Faculty Graduate Advisors.

The *Department Staff Graduate Program Advisor ("GPA")* is **Cami Helmuth** (Office: South Hall 3432E / Email: helmuth@hfa.ucsb.edu / Phone: 805-893-7490). She provides administrative support for the graduate program and assists in the coordination of the admissions process. She assists the Faculty Graduate Advisor in monitoring students' progress toward their degrees, provides information about department and Graduate Division policies and procedures. Always feel free to come to her with questions and concerns.

The *Instructional Program Assistants* are **Noelle San Jose** (nsanjose@hfa.ucsb.edu / Phone: 805-893-7489) and **Shannon Dalton** (sdalton@hfa.ucsb.edu / Phone: 805-893-7488). They can assist you with clerical support such as ordering textbooks, key check out, copy codes, reserving materials and rooms for graduate courses, department library policy and ordering office supplies. Please report all department computer software and hardware problems (printers, copiers, etc.) to the Instructional Program Assistants as well, so that repairs can be made as soon as possible.

The *Department Placement Officer*, **Professor Tony Anderson** (Office: South Hall 5708 / Email: caanders@philosophy.ucsb.edu) is the faculty person in charge of activities related to assisting students in finding academic appointments upon the (near) completion of the Ph.D. program. The Placement Officer assists the students in preparing their dossiers, makes department recommendations for positions advertised by the American Philosophical Association (APA) bulletin ("Jobs for Philosophers") and other listings, and attends some APA meetings to provide on-site assistance to students seeking interviews at APA meetings.

Haley Orton, *Undergraduate Writing Program Advisor*, (Office: South Hall 3432D / Email: horton@hfa.ucsb.edu / Phone: 805- 893-7826) assists with Philosophy course scheduling.

Karen Barteld, *Undergraduate Philosophy Advisor*, (Office South Hall 3432C / Email: kbarteld@hfa.ucsb.edu / Phone: 805-893-3776) issues add and approval codes for Philosophy graduate courses.

Staff support for the Department of Philosophy is available at the South Hall Administrative Support Center (SASC) in 3431 and 3432, Graduate Tower, South Hall.

Directory of staff provided below:

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|--|-------------|
| Student Services (Student Advising and other Student Services) South Hall 3432 | 7488 |
| Instructional Program Assistant, Shannon Dalton South Hall 3432 | 7488 |
| Undergraduate Program Advisor (Linguistics, Philosophy), Karen Barteld South Hall 3432C | 3776 |
| Undergraduate Program Advisor (Writing), Haley Orton South Hall 3432D | 7826 |
| Undergraduate Program Advisor (English), Nick Alward South Hall 3432B | 4710 |
| Graduate Program Advisor (Linguistics, Philosophy), Cami Helmuth South Hall 3432E | 7490 |
| Graduate Advisor (English, Writing), Mary Rae Staton South Hall 3432F | 2639 |
| Business Officer, Dana Spoonerow (Student Services, Linguistics) South Hall 3432G | 2708 |
| Fax Number, Student Services | 7492 |
| Academic Services (Academic Personnel, Financial, and ESL Program) South Hall 3431 | 7489 |
| Instructional Program Assistant, Noelle San Jose South Hall 3431 | 7489 |
| Academic Personnel Coordinator (English, Writing), Shayna Ingram South Hall 3431D | 3479 |
| Academic Personnel Coordinator (Linguistics, Philosophy), Jane Choi South Hall 3431D | 7151 |
| Financial & Budget Coordinator (English), Raphaella Nau South Hall 3431G | 3475 |
| Financial & Budget Coordinator (Philosophy, Linguistics, Writing), Sonya Perez South Hall 3431F | 7826 |
| Program Manager (EMS), Writing Program TA Coordinator, Michelle Lee South Hall 3431C | 7258 |
| Fax Number, Academic Services | 7491 |
| Business Officer, Kathy Jenquin (Administrative Services, Philosophy, EMS) South Hall 3431A | 3864 |
| Director, Joni Schwartz (also Business Officer for English) SH 3431H | 3237 |

INTRODUCING THE FACULTY

Below is the current faculty in Philosophy at UCSB. In addition to a brief description of their research interests, you will find a selection of their publications with their range of interests.

THE FACULTY IN PHILOSOPHY

C. ANTHONY ANDERSON, Ph.D., University of California, Los Angeles
Professor (*logic, metaphysics, epistemology*)

Most of my work has been in the field of philosophical logic, especially intensional logic, and on related topics in the philosophy of language. My main project has been the search for a theory of attributes, propositions, and concepts. In effect, I am trying to formalize Plato's Theory of Forms so as to meet present day standards of rigor. At bottom I am intensely interested in the traditional, the really traditional, problems of philosophy: What are the fundamental categories of reality? What is the nature of abstract entities and our knowledge thereof (if any)? Does God exist? Are there such things as ethical facts? Hence my excursions into philosophy of religion, epistemology, and the theory of value, and my commitment to using the best available logical tools to attack the problems.

ANTHONY BRUECKNER, Ph.D., University of California, Los Angeles
Professor (*epistemology, philosophy of language, metaphysics, philosophy of mind*)

Most of my research has been connected in one way or another with the problem of analyzing and attempting to refute Cartesian skepticism about knowledge of the external world. I have written on, and remain interested in, the following related topics: the deductive closure principle, transcendental arguments in Kant and in contemporary writers, theories of epistemic justification, the realism/anti-realism debate, anti-skeptical arguments from externalism about meaning and the content of mental states (as in Putnam and Davidson), the compatibility of such externalism and self-knowledge, the nature of self-knowledge, and skepticism about knowledge of meaning and content. I have also written a bit on personal identity and the metaphysics of death. I have as well an ongoing interest in philosophy of language and the metaphysics of free will.

KEVIN FALVEY, Ph.D., University of Minnesota
Associate Professor (*philosophy of mind, philosophy of language*)

Modern philosophy has inherited from Descartes a picture of the mind as an inner realm the facts concerning which have no essential connection to the goings-on in the natural and social world we inhabit. In my opinion, the principal elements of this picture persist even in contemporary materialist theories that feature the brain (rather than an immaterial substance) in the starring role. However, there is a tradition of loyal opposition to the Cartesian doctrine, represented above all by Wittgenstein, but including also—in at least some of their moods—Sellars, Putnam, Davidson, Burge, and McDowell. These are the philosophers who have most influenced me. Much of my work has been on the special epistemic authority carried by first person ascriptions of belief, intention, and other propositional attitudes, which I see as emerging from the roles such ascriptions play in the social practices of making and justifying claims about the world. More generally, I am interested in ways of seeing our commonsense intentional discourse as primarily normative and interpretive, rather than as comprising a primitive ("folk") scientific theory of behavior.

MATTHEW HANSER, Ph.D., University of California, Los Angeles
Associate Professor (*ethics, theory of action, philosophy of mind*)

Although I teach on a wide variety of topics, my research primarily concerns problems in moral philosophy—especially problems arising where moral philosophy intersects with other branches of philosophy, such as philosophy of mind, philosophy of action, philosophy of language, or metaphysics.

THOMAS HOLDEN, Ph.D., University of North Carolina at Chapel Hill
Associate Professor (*modern philosophy*)

My research is mainly in the history of seventeenth and eighteenth-century philosophy, centering on the metaphysics and natural philosophy of the period. Publications include Spectres of False Divinity: Hume's Moral Atheism (Oxford University Press, forthcoming), a critical examination of Hume's case for the amorality of any first cause or designer, and hence the irrelevance of theological speculation for human practice or conduct. The Architecture of Matter: Galileo to Kant (Oxford University Press, 2004) (<http://www.oup.co.uk/isbn/0-19-926326-4>) presents a critical study of the early modern debate over the paradoxes of material structure, and covers issues to do with the ontology of parts and wholes, atomism and infinite divisibility. Other areas of research interest include the seventeenth-century controversies over the authority and bounds of reason, political philosophy, and historical conceptions of the nature of philosophy. Philosophical heroes: Aristotle, Montaigne, Bayle, Hume, Walter Shandy, Russell and Quine.

CHRISTOPHER McMAHON, Ph.D., University of Pittsburgh
Professor (*moral philosophy, political and social philosophy*)

My research is focused on moral and political philosophy. I also have an interest in related parts of continental philosophy and the philosophy of the social sciences, and in meta-ethics. I have written two books. Collective Rationality and Collective Reasoning (Cambridge University Press, 2001) develops a theory of rational cooperation and employs it to consider how reasoning can be a cooperative activity and how, when it is, it can facilitate cooperation to achieve further goals. Authority and Democracy: A General Theory of Government and Management (Princeton University Press, 1994) argues that government and management form a single, integrated system of social authority, and that we need a similarly integrated political theory of the legitimacy of this authority. More recently, I have published papers on Jürgen Habermas's discourse ethics, on republican political theory and on shared agency (doing something together).

MICHAEL RESCORLA, Ph.D. Harvard University
Associate Professor (*philosophy of language, philosophy of mind, philosophy of psychology, logic*)

I work mainly on philosophy of language, philosophy of mind (including philosophy of psychology), and philosophy of logic. My current research concerns three topics: the nature of assertion; non-propositional varieties of representation; and the relation between computational and mental processes. Comments on all papers (especially unpublished drafts) are welcome.

NATHAN SALMON, Ph.D., University of California, Los Angeles
Professor (*philosophy of language, philosophy of logic, metaphysics*)

My work pursues especially perplexing issues and problems in metaphysics through the investigation of language. My first book, Reference and Essence (Princeton University Press and Basil Blackwell, 1982), deals with a nest of issues in an area of overlap between the philosophy of language and metaphysics. My second book, Frege's Puzzle (Ridgeview, 1986, 1991), belongs more squarely in the

philosophy of language, and indeed, directly addresses what many regard as the central problem in the philosophy of language, but it has also led to a number of projects touching on topics in metaphysics, the philosophy of mind, the philosophy of psychology, epistemology, the philosophy of logic, and the philosophy of mathematics. Many of these issues are discussed in a collection I co-edited, Propositions and Attitudes (Oxford University Press, 1988). I am currently working on the problem of personal identity, as well as a host of problems and issues raised by names from fiction and other nonreferring terms.

TERESA ROBERTSON, Ph.D., Princeton University
Associate Professor (*philosophy of language, metaphysics*)

My research interests are primarily in metaphysics and the philosophy of language. I have a particular fondness for puzzles. I think of a puzzle as what arises when claims that individually seem very plausible are seen on reflection to conflict with one another. I've written on some such puzzles and plan to write on more. Currently, I am thinking about a puzzle concerning natural kinds and the ways in which we talk about them.

VOULA TSOUNA, Ph.D., University of Paris X, France
Professor (*ancient philosophy*)

My work is in the area of ancient Greek philosophy, specializing in Socrates, Plato, the Socratic schools, and Hellenistic Philosophy. My first book is a critical edition with translation and commentary of *[Philodemus]: [On Choices and Avoidances]* (Bibliopolis Press, Naples, 1995), a text of late Epicurean ethics. My analysis focuses on the topics of rationalism, attitudes towards superstition and the fear of death. I discuss the contribution of late Epicureans to practical ethics and explain its philosophical interest. My second book, The Epistemology of the Cyrenaic School (Cambridge University Press, Cambridge UK, 1998) is an interpretation of the epistemology of the Cyrenaics, a Socratic school active in the Classical and Hellenistic periods. I argue that the subjectivism of this school in some ways pre-announces modern positions and that its scepticism comes close to modern scepticism about the external world. Among the topics I examine are the relation between the mental and the physical, the authority of first-person reports, scepticism towards the empirical world and towards other minds, and the relations between relativism and scepticism. My third book, The Ethics of Philodemus (Oxford University Press, Oxford, 2006) reconstructs and assesses the ethical system of Philodemus, a very important Epicurean philosopher of the 1st century BC., whose surviving writings belong to the collection of the Herculaneum papyri. Currently I am working on topics in ancient epistemology, moral psychology and ethics, and also on a monograph on Plato's Charmides.

BURLEIGH WILKINS, Ph.D., Princeton University
Professor (*philosophy of history, political philosophy, philosophy of law*)

I am interested in political and legal philosophy. I am interested in Rawls' theory of justice and the problem of how fair rules of social cooperation are possible under conditions of pluralism. I also have an interest in certain problems in international law and ethics. I have read papers at the International Law and Ethics Conference Series on trials for war crimes, ethnic reconciliation, secession, and humanitarian intervention.

AARON ZIMMERMAN, Ph.D., Cornell University
Assistant Professor (*philosophy of mind, epistemology, action theory, moral psychology*)

My research is focused on the intersection between thought, language and reason. I also write on and teach David Hume's philosophical work.

DIVERSITY

The Department of Philosophy has a policy of diversity, directed to all pertinent aspects of a student's career. The Department Affirmative Action Officer (Professors Nathan Salmon and Voula Tsouna) may be addressed for information or help. Also, each faculty member is committed to special effort in this area.

Department policy is to provide information and advice, where requested, in such matters as admission, tutorial aid, curriculum planning, finances, etc. In any of these matters the department will also, if requested, either assist in seeking appropriate aid or, where feasible, provide it directly.

Study groups oriented to women or minority issues in the context of Philosophy are supported by the department in order to accommodate those who choose to participate. The scheduling of such study groups is dependent on the interests of students and faculty members who may want to lead such groups. When such a study group is scheduled, the department is neutral as to whether an individual student chooses to participate or prefers not to do so.

The department encourages under-represented students to apply to our graduate program. In addition to general campus fellowships and the Department's Church Fellowships, special fellowships are available for targeted students. For further details there is a complete list of fellowships on the Graduate Division's Web site at www.graddiv.ucsb.edu. The campus also provides full services to inform, aid, and counsel under-represented students and applicants.

THE GRADUATE PROGRAM

Admission Requirements

Updated requirements can be found at <http://graddiv.ucsb.edu/programs>.

Master of Arts

The graduate program in Philosophy is a Ph.D. program. Only in special circumstances will the department accept students whose aim is limited to earning the M.A. degree. In addition to the Graduate Division requirements, the master's degree candidate will take courses so that the total course work will satisfy the Course and Seminar Requirements of the Ph.D. program. Graduate Division thesis and examination requirements under Plan I and Plan II may be satisfied as follows:

- PLAN 1: Writing an M.A. thesis [Students who have dropped out of the Ph.D. program and wish to write a thesis must obtain the permission of the Department Chair and Faculty Graduate Advisor]
- PLAN 2: A Comprehensive examination [Qualifying Paper Oral Defense], or a project in a major area of philosophy, administered by a committee appointed by the department

Graduate Division Requirements for the Ph.D.

All doctoral students must conform to the regulations and requirements of the Graduate Division, including the following:

1. Students in doctoral programs must spend at least six regular academic quarters, exclusive of summer sessions, in residence on the UCSB campus. Three consecutive quarters of residence must be completed prior to taking the Ph.D. oral qualifying exam (described below).
2. Students must register continuously for all regular quarter sessions until the requirements for the Doctor of Philosophy degree are fully completed, including the dissertation. Research leaves (In Absentia) may be requested for up to 3 quarters (at reduced tuition) for students who have completed all requirements other than the dissertation and are actively involved in research outside California. Leaves of absence may be approved under extraordinary circumstances, defined by the Graduate Council to include: documented medical difficulties which would reasonably inhibit graduate studies; family emergencies of an unusual and unanticipated nature; and circumstances beyond the student's control that originate within the University. Students who are neither registered nor on an approved leave of absence become lapsed and lose all status and privileges as students, cannot hold fellowships or other forms of financial support, and for lapses of longer than three quarters must apply for readmission or reinstatement and, where applicable, re-advancement to candidacy.
3. Students are not eligible for student health insurance for any quarter in which they lapse in registration. However, a student on approved leave of absence may elect to pay for student health insurance on his/her own. Details can be found at UC Student Health <http://studenthealth.sa.ucsb.edu>.
4. The normative time for the Ph.D. in Philosophy is 6 years. This is the time span in which the Ph.D. program should normally be completed. Fee offsets or financial aid cannot be awarded to students once the normative time has been exceeded.

5. Students cannot be advanced to candidacy or receive their C.Phil. designation until all course requirements are completed, all incomplete grades are removed, the Qualifying Paper is passed by the department, and the oral qualifying examination is accepted by the advisory committee. An "Advancement to Candidacy" fee is also required by the Graduate Division.

Department Requirements for the Ph.D.

1. Course Requirements

A total of 14 graduate courses (56 units) and seminars must be taken (for letter grades of B or better, not S/U) and these courses must be distributed as follows:

- (a) PHIL 284 (Intermediate Modern Logic)
- (b) At least five seminars
- (c) At least three courses in the history of philosophy
- (d) At least three courses chosen from: metaphysics, epistemology, the philosophy of mind, and the philosophy of language
- (e) At least two courses from: ethics, social and political philosophy, and value theory (broadly construed)

Requirements (c)-(e) may be satisfied by either seminars or lecture courses listed as graduate courses. A given course may be used to satisfy at most one of the requirements (c)-(e).

A student may be exempted from requirement (a) by passing an examination (given only at the time of entrance into the Ph.D. Program) designed to demonstrate training in logic equivalent to that provided by 283G and 284G. If exempted from requirement (a), an additional elective course must be taken to satisfy the total 56 units required.

A maximum of one Direct Reading & Research/Independent Study (PHIL 596) course may count towards the 14 course requirement in areas (c)-(e), provided that the content of the independent study does not significantly overlap the content of any other course used to satisfy the 14-course requirement and that the course is taken for a letter grade (B or better).

Undergraduate courses will not count towards the 14-course requirement. Graduate students may be allowed to take undergraduate courses, but only in their first year and only on the recommendation of the Faculty Graduate Advisor or Chair, with the permission of the Instructor.

Students who pass the Qualifying Paper Requirement (see below) prior to completing their course requirements must complete the course requirements and file for the M.A. by the end of their fourth year (normative time.)

2. Qualifying Paper

A student must write a successful Qualifying Paper of **no longer than 10,000 words, including introduction, footnotes and appendices**. The paper is to be an original work and should present a philosophical thesis and defend it by argument. A successful Qualifying Paper is a paper that is judged by a majority of the faculty to demonstrate the ability to write a successful dissertation. The faculty in-residence will meet at the end of each term to evaluate the papers submitted that term. To be eligible for consideration in a given term, a paper must be submitted by the end of the ninth week of the term. Any paper written while its author was a student in the graduate program may be submitted as a Qualifying

Paper, and the paper may be submitted at any time after enrolling. However, a student is allowed no more than two submissions (that is, two chances to pass). Except for the rare student who writes a successful Qualifying Paper prior to the completion of the course requirements, the following regulations apply:

- a. Upon completion of the course requirements (or the completion of an Independent Study Course (PHIL 596) approved by the graduate advisor for the term after the completion of the course requirements), students must register in PHIL 597 for the purpose of writing a Qualifying Paper.
- b. Though the choice of topic for the Qualifying Paper is not subject to formal approval, prior to registering in PHIL 597 a student must submit a short topic proposal (of about 1 page) and the following statement which is signed by at least one faculty member: "I have discussed the suitability of this topic proposal and the student's qualification in the proposed area."
- c. Students must form a Qualifying Paper oral defense committee consisting of a **minimum of three ladder faculty members from the Philosophy Department at UCSB**, one of which will be the director or chair of the committee. Non-ladder faculty members can serve as a fourth member of the committee without separate approval. Notify the graduate program assistant of your committee members.
- d. Students must write a successful Qualifying Paper upon completion of the second quarter in which they are enrolled in PHIL 597 or by the end of the first quarter of their fourth year -- whichever occurs earlier.

The following additional points should be noted concerning the Qualifying Paper:

- a. While a term paper written for a course may be submitted as a Qualifying Paper, only rarely will an un-revised term paper be good enough to meet the standard the faculty applies in evaluating Qualifying Papers. Thus it will be advisable for most students who want to submit a term paper as a Qualifying Paper to revise and expand it. Normally, this is done by registering for PHIL 597 upon the completion of the course requirements.
- b. Students who do not feel that their course work has yielded, or is likely to yield in the future, a term paper that could serve as the basis of a Qualifying Paper are encouraged to arrange as one of their 14 courses in independent study course (PHIL 596) in an area that they think will yield such a term paper. Such an independent study course must have a substantially different content from other courses the student has taken. Any independent study course used for reworking a previously written term paper prior to registering in PHIL 597 would be in addition to the required 14 courses.
- c. It may be advisable for some students to take an Direct Reading and Research/Independent Study Course (PHIL 596) as practice in developing a paper of the sort of length and depth called for in the Qualifying Paper. If such a course has a substantially different content from any other course used to satisfy the course requirements, it may be counted as one of the 14 courses provided that no other Independent Study Course has been so counted. In all other cases (such as doing further work on a previously written paper), such a course would be in addition to the course requirements; furthermore, such a course requires the specific approval of the graduate advisor and may be taken no later than the term after the completion of the course requirements.

- d. Students may consult with faculty during the preparation of a Qualifying Paper, but a successful paper must demonstrate the capacity for independent work.
- e. Students are required to submit enough copies of the Qualifying Paper for all faculty members plus one for their student file. This number will change from quarter to quarter due to faculty sabbaticals, etc. but is generally around 12 copies. Please ask the graduate program assistant about the exact number. Students are responsible for making, and paying for, all the copies and are not allowed to use the department copy machine.

The dates for submission of the Qualifying Paper for 2012-13 are:

| | |
|----------------|----------------------------|
| FALL: | Monday, November 26 |
| WINTER: | Friday, March 8 |
| SPRING: | Friday, May 31 |

These dates represent the end of the ninth week of each quarter. The fall date is adjusted due to the Thanksgiving holiday. Faculty will meet to discuss papers, and students will be notified of the results before the end of the quarter in which they are submitted.

3. Oral Examination

The University requirement of a Qualifying Examination is satisfied by passing an Oral Examination, as specified below:

Upon passing the Qualifying Paper Requirement, an Oral Examination is required. Advancement to Doctoral Candidacy is determined by the completion of all previously mentioned requirements and success on this Oral Examination. This examination will be administered by the Doctoral (Ph.D.) committee chosen by the student. The Ph.D. Committee consists of a minimum of three ladder faculty members from the Philosophy Department at UCSB, one of which will be the director or chair of the committee. Additional members from the department or from other disciplines may be added at the department's or student's discretion. Non-ladder faculty members can serve as a fourth member of the committee without separate approval. The committee is chosen by the student and nominated by the Faculty Graduate Advisor. The Graduate Division *Form I* must be completed and signed by the Chair and the Faculty Graduate Advisor, and filed with Graduate Division *via the Staff GPA*. Graduate Division must approve the nomination of the doctoral committee.

Students should arrange a date and time with their committee members for the Oral Examination, and the Staff Grad Program Advisor must be informed of the examination date. A Graduate Division *Form II* (which reports on the result of the oral examination) will need to be completed and signed by all committee members at the conclusion of the exam. Additionally, a completed M.A./Ph.D. Requirements form (formerly the "M.A. Memo") must be signed as a student passes the Oral Examination. The Staff GPA can provide students with the updated Requirements form prior to the examination date.

The department grants some flexibility to individual Ph.D. committees in interpreting the university requirement of an Oral Examination. Ideally, the two to three hour examination is forward-looking towards the dissertation, and its purpose is to help the student, and the committee, to decide on the feasibility of the proposed topic, as arising either out of the recently completed Qualifying Paper, or out of a brief proposal submitted for the Oral Examination.

Upon passing the Oral Examination, advancement to candidacy may proceed. Completed Graduate Division Ph.D. Forms I and II are provided to the Staff GPA, to be filed with the Graduate Division.

Copies are made for department student files. The student must pay filing fees at the cashiers' office, and provide the receipt to the Staff GPA be filed with the Form II.

A Graduate Division Graduate Student Petition must be filed within 12 months of advancing to candidacy (although most students file this at the same time as advancing to candidacy) to add the C.Phil. designation and (if necessary) an M.A. as an additional degree objective (for those who already had an M.A. when entering UCSB.) The student must pay filing fees at the cashiers' office, and provide the receipt to the Staff GPA to be filed with the Graduate Student Petition.

4. The Ph.D. Dissertation

Upon advancement to candidacy, the student will normally devote full time to carrying out the research for, and the writing of, the doctoral dissertation. To ensure that students make timely progress on their dissertation, ***no later than at the end of the second enrolled quarter after the Qualifying Paper has passed***, a student must submit to his or her committee a **dissertation proposal** (topic and outline of proposed chapters, plus bibliography), or a chapter of the dissertation. Eligibility for further financial aid is contingent upon the committee as a whole finding the proposal or chapter to be acceptable.

The complete dissertation must also be approved by each member of the student's Ph.D. committee and conform to the rules and regulations of the Graduate Division and Library. After receipt of a draft of the dissertation, the Ph.D. committee shall discuss it. If deemed necessary, the committee may call the candidate for an oral interview, the purpose of which would be to clarify segments of the dissertation and/or acquaint the candidate with the nature of any further work that needs to be undertaken prior to approval of the dissertation.

The Graduate Division initiates degree checks for Ph.D. candidates when the student files an approved dissertation. A Graduate Division *Ph.D. Form III-A* (which states that the student has had the final examination waived and that the degree should be conferred, per department protocol) must be completed and signed by all members of the Ph.D. committee, then submitted to the Staff GPA for filing with the Graduate Division.

Students should obtain from the Staff GPA or the Graduate Division website (<http://graddiv.ucsb.edu>) a copy of "Guide to Filing Theses and Dissertations at UCSB," as well "Completing Your Doctoral Degree." This document outlines such crucial matters as paper quality requirements, margins, the number of copies required by university regulations, the abstracts which need to be filed, the agreements and surveys which need to be signed and uploaded, etc. Beyond university requirements, **one bound copy of the dissertation needs to be given to the department to be included in the Philosophy library.**

REGISTRATION AND OTHER PROCEDURAL MATTERS

Registration

Registration for courses is done online using the Registrar Office's GOLD system. Visit <http://www.registrar.ucsb.edu/> to enroll for classes, or to view the schedule of classes or the general catalog. Normally, a professor will allow graduate students to take any graduate course. If a graduate course you wish to enroll in is "filled," you will require an approval code or add code to enroll. (See the earlier section, "Introducing Departmental Administration and Staff," to find the appropriate staff to contact for these codes.)

Continuing students are encouraged to **register before the end of Pass 2** in order to avoid a \$50 late registration fee, to have fellowships, TA-ship fee offsets and financial aid credited on time, and to retain student status.

While the mechanics of registration is quite independent of consultation with the graduate advisor, Academic Senate Regulation 280 states that the study program of every student who is seeking an advanced degree must be approved by the Faculty Graduate Advisor. To comply with this regulation, students will normally meet with the Faculty Graduate Advisor before registration begins to fill out a "*Graduate Course Registration Approval Form*" listing the courses they plan to take the next quarter. These forms are available in the rack in Student Services (3432), or from the Staff GPA. If the course of study has not been approved by the Faculty Graduate Advisor prior to the beginning of classes, the department can cancel student registration in Philosophy graduate courses.

The standard course load is 12 units per quarter. While 8 or more units constitutes full-time enrollment, one graduate FTE equals each 12 graduate units on campus registration lists, for purposes of reporting graduate enrollment to UC System-wide. Since resources come to the campus (and hence to the department) in the form of fellowships, teaching assistantships, tuition fellowships, etc., based on the 12-unit formula, the Faculty Graduate Advisor will normally not approve study programs of less than 12 units per quarter.

Grades/Incompletes

Letter grades assigned at UCSB range from "A" to "F." Non-letter grades are: S (Satisfactory), U (Unsatisfactory), I (Incomplete), IP (In Progress), P (Passed), and NP (Not Passed). "S/U" grades are for graduate courses only; "P/NP" grades are for undergraduate courses. The grade "S" may be assigned only if the work is of B or better quality (not B-). A student must petition the office of the Registrar to receive an Incomplete (I) grade in any course. These petitions may be obtained in the department's Student Services office, or from the Registrar's office. In the absence of this petition, a grade of "F," or "U," will be recorded at the end of the quarter following the incomplete class. "I" grades will be changed automatically to an "F" or a "U." A petition for an Incomplete *extension* can also be obtained in the department's Student Services offices or the Registrar's office. Extension requests must be approved in advance by the instructor, and may be used if the coursework will require additional time to complete.

Any grade below a B (B- or below) is not a satisfactory grade for a graduate student. Students with less than a 3.0 (straight B) grade point average (GPA) are placed on academic probation by the Graduate Division. A student on academic probation is ineligible for fellowships and ASE's, and may be asked to leave the program in the absence of improvement. While a 3.0 GPA is considered the *minimum* satisfactory level for a graduate student, it should NOT be thought that a 3.0 is a promising GPA for a

student seeking a doctorate degree. While it is difficult to specify what is and what isn't a promising GPA, a general rule of thumb is that a 3.5 GPA may be considered the dividing line. Many fellowships and grants require a minimum of 3.5 GPA to qualify.

The department takes a dim view of Incompletes, especially if there is an accumulation of these. Accumulating Incompletes and NGs seriously jeopardizes one's success in the program. A student with 12 or more units of Incomplete grades is placed on academic probation by the Graduate Division; such a student is ineligible for TA-ships. It should also be noted that the Graduate Division regulations preclude advancement to candidacy if there is any remaining Incomplete grades on a transcript. If there are an excessive number of Incompletes, the department may well take some punitive action. Incompletes (I) and No Grades (NG) automatically revert to a failing grade at the end of the quarter following when the course was originally undertaken. As of Spring quarter 2006, Philosophy graduate students may only have *one* Incomplete at any given time. F grades that appear on a transcript (because an "I" grade has been allowed to lapse) as well as "NRs" and "NGs" that appear (because a professor has not submitted a grade) will count as Incompletes for the purposes of this rule. A student who currently has an "I" or "NG" grade on his/her transcripts, cannot take an Incomplete grade in an additional course until the existing "I" or "NG" has been cleared. (Students should make a point of checking their transcripts promptly each quarter to assure errors are not made.) To ensure that this requirement is met, the granting of an Incomplete must be approved by the Faculty Graduate Advisor as well as the instructor. Students who are ineligible for an Incomplete and find that they are unable to complete a course, may wish to switch to the "S/U" grading option for that course. Whether the grade received is "S" or "U" will be determined by the instructor. It is not normally possible to *retroactively* change a grade from an "I" to an "S" (or to drop a course in which a student has received an "I") unless there has been a clerical or grading error made by the instructor.

Leave of Absence

Continuous registration is expected of all graduate students at UCSB. Leaves of absence (LOA) may be granted only in **extraordinary** circumstances (with the exception of the **Filing Fee Leave**, which may be requested for the final quarter of completion of a dissertation,) and may not be granted for financial hardship, desire to take time off from the pressure of studies, outside employment, or the necessity to focus on library work. Students on leave may not use any university facilities nor place any demands on faculty or staff time. Students on leave are not eligible for financial aid, TA-ships, or Associate-ships. Depending on the type of loan, some student loans will become due and payable when a student takes a LOA. Students applying for a LOA must discuss this with the Faculty Graduate Advisor. Information for leaves of absence and a petition may be obtained from the Graduate Division's website, <http://www.graddiv.ucsb.edu/academic/petitions/LOA.htm>, and must be signed by the Faculty Graduate Advisor and approved by the Graduate Division. There is a processing fee required for a leave of absence petition.

In Absentia

Graduate students who have advanced to candidacy may request to take up to 3 quarters (or up to 6 quarters with special approval by the Graduate Dean) of In Absentia to conduct research for a dissertation outside California. In Absentia is not available for research within the state of California. During quarters In Absentia, fees are reduced, but full-time student status is maintained. Students In Absentia are eligible for University fellowship support, University research grants and financial aid (provided all other criterion are met.) In Absentia status prohibits students from holding an ASE title other than a GSR appointment. Health insurance coverage and Davidson Library privileges remains during In Absentia status. On-campus housing eligibility may be affected by In Absentia status, so it is wise to contact the housing office prior to submitting an In Absentia petition.

Eligibility criteria for In Absentia registration includes:

1. Research or coursework must be directly related to the student's degree program as evidenced by faculty approval.
2. Research or coursework must be of a nature that makes it necessary to be completed outside the state of California for the full academic quarter.
3. Doctoral students must be advanced to candidacy by the time the In Absentia status begins.

Lapsed Status

Students who fail to register and/or to pay fees by the third week of the quarter lose student status. You may petition for reinstatement if your lapse was for three quarters or less. For lapses of longer than three quarters, students must reapply for admission. Reapplication is not a guarantee of readmission.

If you lapse while you are working on your dissertation, you must petition for reinstatement for the quarter you plan to file your dissertation. If the plan is to reinstate and file during a summer quarter, it is also required that the student register for the following quarter (fall). If the dissertation is filed and accepted by the summer quarter deadline, the fall registration fees will be refunded. A filing fee is required for reinstatement. Further information regarding reinstatement can be found on the Graduate Division's website at <http://www.graddiv.ucsb.edu>.

It should be noted that lapse of registration is frowned upon by the Graduate Division insofar as very significant funds from system-wide are lost for each lapse of registration or withdrawal by a student within the normative time for the completion of the Ph.D.

Annual Review of Graduate Student Progress

The Graduate Council and the Graduate Division suggest that every department conduct a faculty review of all graduate students' progress each year in order to spot problems, evaluate chances of successful completion, and encourage good work. The Philosophy Department normally conducts this review in the spring. Marginal students and those on probation or making poor progress will receive explanations of problems, along with specific requirements to remedy deficiencies in a specific amount of time.

FACILITIES

Among the facilities and services available to graduate students, the following may be noted:

Computing Facilities

Philosophy graduate students may use the PCs and printers in the department computer room (in the Philosophy Common Room area, South Hall 5731). We use Microsoft Windows software. See the Instructional Program Assistant (South Hall 3431) for a computer log-in code. Do not share your codes with anyone else and do not bring your students or outside friends into the computer room with you. Do not attempt to fix any computer room problems yourself, this could result in short or long term computer lab closure. Contact the Administrative Support Center staff immediately if there are computer problems.

Also, LSIT Computer Labs operates 16 computer-equipped classrooms and labs across campus at UCSB are open to all registered students for student assignments and general word processing, e-mail, and web needs. You must have a U-Mail account in order to print. For more information, e-mail LSIT at labs@collaborate.ucsb.edu, phone them at (805) 893-5250, or log onto: <http://computerlabs.ic.ucsb.edu/location/> (to view lab locations) <http://computerlabs.ic.ucsb.edu/software/> (to view software installed in each lab) <http://calendar.ic.ucsb.edu/> (to view lab schedules)

LSIT Quick Reference Guide:

http://www.lsit.ucsb.edu/sites/www.lsit.ucsb.edu/files/lcit/contact/LSIT_Quick_Reference_Guide.pdf

E-mail and the Internet

E-mail and the internet are accessible on department computers in the computer room. These computers are available for use by graduate students. If you have not obtained your u-mail account, log on to www.umail.ucsb.edu. When using e-mail in the department computer room, we ask that you do not open attachments. Have the sender send the message in the body of the text. Viruses are prevalent and have caused the lab to be shut down. Please **ALWAYS** be skeptical of e-mail asking you to reveal your password or other sensitive information. Official offices will not ask you for personal information.

Copying

The copy machine is available for use by TA's and Associates for instructional use at no charge. A limit is set at 200 copies per quarter per copy code. ***The policy for personal use is currently under review.***

The copy machine is activated only by entering an access code number. You will be assigned a TA access code (Students may not use the department copy machine to make copies of their Qualifying Paper.) Do explore the cost of copying around campus, in Isla Vista, and in Goleta in order to save money.

Telephone

Due to budget cuts, very few phone lines are available for use. Should you need to contact a student, please use email or communicate through Gaucho Space. In case of emergency, the Staff Graduate Program Advisor will contact another student or faculty member via private phone. Private phone numbers cannot be given out without permission.

Fax

For receiving faxes only, the department fax number is (805) 893-7492.

Mail Boxes

Teaching Assistant, Associate, and Faculty mailboxes are located in South Hall 3421. The mail room is open Monday-Friday from 8am-5pm only. Access codes for afterhours can be obtained from the Instructional Program Assistants. Please check your mailbox daily, if possible. Please read (and respond to, if necessary) all information you find in your mailbox promptly.

Mail Services

For outgoing business and intercampus mail there are bins in the South Hall 3421 for daily pickup by UCSB Mail Services. Personal mail may not be sent out through the department, nor should the department address be used to receive personal mail or deliveries. There is a post office in the UCEN basement. There is also a USPS mailbox near the Corral Tree Cafeteria.

Mail Forwarding

Please give your forwarding address and instructions to the Instructional Program Assistants before you move away from the area.

Notably, if you were employed on campus and do not leave a forwarding address with department staff, the university will send your W-2 form and employee related information to your last listed address. You can access your W-2 documents online through At-Your-Service, at <https://atyourserviceonline.ucop.edu>.

Department Library

The Department of Philosophy maintains a library of philosophical books and journals, as well as reference books. Graduate students who have paid their Philosophy Club dues (\$15 annually) are able to check materials out of the library during the academic year. The faculty library liaison is Professor C. Anthony Anderson. If students have specific requests, or suggestions, for books or journals, they should address them to Professor Anderson.

TA Offices

Department graduate students who have teaching or research responsibilities will be assigned an office in South Hall on the fifth floor for the quarter. As the department has a limited number of offices you will likely share an office with other students.

FINANCIAL SUPPORT

UCSB provides three main types of support for graduate students: fellowship or merit-based support, academic student employee positions (with certain benefits of employment), and need-based support (offered through the Financial Aid Office).

All U.S. citizens and permanent resident graduate students at UCSB are required to file the Free Application for Federal Student Aid (FAFSA), available at www.fafsa.ed.gov or the Financial Aid Office, by March 2 to be considered for most of the student support funds. The FAFSA is used to compile a "need analysis" which is used in the determination of financial support packages. The Graduate Division frequently uses University need-based monies to fund merit-based awards.

As a reminder, all domestic non-resident students must take the necessary steps to establish California residency as soon as possible. Students should contact the Residency Officer in the Office of the Registrar for specific information (805-893-3033).

With the exception of need-based support, there is a strong preference given to incoming students in awarding fellowships and a strong preference given to continuing students for Teaching Assistantships, unless otherwise noted. You are encouraged to apply for every extramural fellowship for which you are eligible. (Note: Applications for Writing Program TA-ships must be received by *early* in the winter quarter.)

Information regarding financial support, such as the easiest way to pay fees, look up your BARC Account on GOLD, how fee credits are applied to your BARC Account, what to do if you cannot pay your fees by the deadline, etc., is available at: www.graddiv.ucsb.edu/financial. Please take the time to browse and read through information on this web site.

FINANCIAL SUPPORT OPPORTUNITIES:

TA and Reader Fee Offset (GSHIP and GSFR)

Support: Payment of insurance and partial payment of fees (educational and registration fees, only). The amount will vary as fees change.

Eligibility: Graduate students who will be employed as teaching assistants, associates, or researchers at 25% time or more, and readers employed for 100 hours or more.

Criteria: Depending on availability of funds, this support is normally awarded to all students satisfying the eligibility requirements.

Deadlines & Procedures: Domestic students must file the FAFSA (<http://www.fafsa.ed.gov/>) **by March 2** and International Students must fill out the International Financial Aid Application (available from the department). You will be asked to provide the department graduate program assistant with a copy of your Financial Aid Award Letter or Notification.

Centrally Administered Fellowships for Continuing Graduate Students:

For Information on any fellowships discussed below, visit:

www.graddiv.ucsb.edu/academic/handbook/financial/continue.shtml

The following central fellowships require *departmental* nomination:

1) Dean's Fellowship - for doctoral students

Amount: For this 1-year award, the Graduate Division provides a stipend (currently \$16,000), plus payment of fees and health insurance for all awardees. Nonresident tuition is not included in the award package. Students may receive the fellowship twice during their academic careers, but must be re-nominated, as it is not an automatically renewable award.

2) Graduate Opportunity Fellowship (GOF) - diversity fellowship for doctoral students

Amount: For this 1-year award, the Graduate Division provides a stipend (currently \$16,000), and payment of fees and health insurance for all awardees. Nonresident tuition is not provided as continuing students are expected to establish California residency by their second year. Students may receive the fellowship twice during their academic careers, but must be re-nominated, as it is not an automatically renewable award.

For the following central fellowships, continuing students apply directly to the Graduate Division:

Applications available at: <http://www.graddiv.ucsb.edu/pubs/-fn>

1) Brython Davis Graduate Fellowship

For graduate students in good academic standing and registered or on leave of absence at the time of application, one of whose parents is or was a regular member of the United States Navy or Marine Corps.

2) Graduate Division Dissertation Awards

Given to advanced graduate students in the final stages of writing the dissertation. Students receiving a dissertation award are not allowed to hold an academic apprentice appointment the quarter in which they receive this award. Students must be advanced to candidacy at the time they apply, and are expected to complete their degrees within the fellowship period. This is a one-time award. Students receiving this award will not be considered for further central fellowship awards.

3) Graduate Research Mentorship Program (GRMP)

This diversity fellowship is available to continuing doctoral students who are not receiving other central fellowship support. Students who receive fellowships must have faculty mentors who will guide the students' research.

4) Humanities and Social Science Research Grants

Grants may be used for travel or supplies, but not for stipend. If funded, students may reapply for the same award in future years.

5) Humanities Research Assistantships

Intended for doctoral students from the humanities or fine arts, or who are conducting research of a humanistic nature. This award is intended to free the student from employment obligations, thus enabling full attention to research.

6) The James D. Kline Fund for International Studies Award

Candidates pursuing a graduate degree at any UC campus and residing in any part of the world are eligible for this award. Funding is available for projects or programs of studies that promote international understanding and world peace. The Graduate Division provides matching funds for a UCSB student awardee.

7) President's Dissertation Year Fellowship

This diversity fellowship is funded by the Office of the President and is designed for meritorious students who plan careers in academia. Students are also required to present their research at another UC campus; travel funds are provided for this purpose. Students must be advanced to candidacy at the time they are nominated, and are expected to complete their degrees within the fellowship period. Students receiving this award will not be considered for further central fellowship awards.

8) UCSB Affiliates Graduate Dissertation Fellowships

The UCSB Affiliates is a community-based support group for the University of California, Santa Barbara. General Affiliates awards are to graduate students in any discipline who are advanced to Ph.D. candidacy and in the final stages of the degree. At least one fellowship is reserved to qualified graduate students whose research has an environmental focus. Another fellowship is generally designated for a qualified graduate student in Engineering. Also, there may be a fellowship targeted to a student in the arts or humanities. Awards are intended to assist student in the completion of their dissertations.

Additional Sources of Funding for Continuing Students:

1) Doctoral Student Travel Grants

Available to students advanced to candidacy for doctoral, master's who have been invited to present a research paper at a scholarly meeting, or to give a performance, or to present the results of research before a distinguished audience. Students are eligible to receive support for one trip during their scholarly career. For information consult <http://www.graddiv.ucsb.edu/pubs/-fn>

2) Academic Senate Intercampus Exchange Travel Funds

Graduate students at any level are eligible to apply for travel funding for one trip per year to any institution within the state of California (includes Stanford Library, Huntington Library and other non-UC sites, especially research libraries). Funds are limited and are for travel only. Applications are available at: <http://www.senate.ucsb.edu/research>. Contact the Academic Senate at 805.893.3173 for additional information.

3) Interdisciplinary Humanities Center (IHC) Predoctoral Fellowships

IHC grants are awarded to Doctoral students who have advanced to Ph.D. candidacy by the application deadline; advanced M.F.A. candidates may also apply. Each award will be in the amount of \$4,000. The stipend is to be taken during one quarter of the academic year, in lieu of all other campus fellowships and employment, for the purpose of devoting full-time work toward completing the degree. For complete information, see <http://www.ihc.ucsb.edu>.

Teaching Assistants and Associates Appointments:

Teaching Assistants (TA's) and Associates are appointed by the chair of the department. TA's hold discussion sections and perform the grading for large lecture courses, and Associates teach courses on their own. Advancement to candidacy is required for an Associate appointment. The primary criterion of this award is academic performance, though other factors such as success in teaching and department needs are considered, especially in the case of Associates.

TA Salary: Currently \$5,656.50 per quarter at 50% time, plus payment of health insurance (UCShip) and partial payment (about 92%) of fees.

A very limited number of TA and Associate positions are available for Summer Session courses. The salary is roughly half of the regular quarterly salary. [Graduate students do not register for nor are they

charged fees for Summer Session. Payment of insurance in Spring Quarter continues your policy until September.]

To be considered for summer positions, contact the department chair in the spring quarter. Normally, the Staff GPA will send out an inquiry of interest in the spring.

Readerships:

Large and intermediate size classes often employ graduate students to read term papers and exams. The current rate of payment is \$12.97 per hour. Usually not more than five to ten hours per week are involved, and is determined by enrollment. Readerships are informally arranged between the instructor, the Student Services Business Officer, the Department Chair, and the reader. Work-study funds may be used for readerships.

Need-based Financial Support:

Need-based financial support is available only to U.S. citizens and permanent residents. [However, there is a limited amount of work-study administered by the Office of International Students and Scholars available to foreign students who have been enrolled a minimum of three quarters. Inquire with OISS for further details at: <http://www.oiss.ucsb.edu/>.]

A separate application with the Financial Aid Office is necessary for need-based financial support. These awards are administered by the Student Financial Aid Office (and NOT the Graduate Division or the department). For more information, visit: <http://www.finaid.ucsb.edu>.

University Sponsored Housing:

University sponsored housing for single students, couples, and families are partially subsidized and are often cheaper than rates available in Goleta, Santa Barbara, and Isla Vista. See the Housing and Residential Services web site for information and application: <http://www.housing.ucsb.edu/index.asp>.

Establishing Residency:

Since supplemental non-resident tuition is currently \$15,102.00 per year (in addition to resident fees), California residency is of utmost importance to U.S. citizens and permanent residents. [Foreign students may not obtain California residency.] The Office of the Registrar, using information provided by the student, determines the residency of new students. Out-of-state students who are U.S. citizens cannot expect more than one year of non-resident support, since one year on campus is normally sufficient to establish California residency. Residency can be lost if a student lapses or goes on leave of absence. (e.g., if a student spends time living out of state.)

All four of the following requirements must be met for classification as a resident:

1. **Citizenship:** A student must be either an adult U.S. citizen, an adult immigrant, or an adult non-immigrant on an E,G,I,K, or L visa. A foreign student on a student visa never qualifies as a California resident.
2. **Continuous Presence:** A student must be able to prove that s/he has been present in California for

twelve consecutive months prior to the residency determination date. Information on this date may be obtained from the Office of the Registrar (<http://www.registrar.ucsb.edu>).

3. **Intent:** Documented intent to make California the permanent residence. Relevant proof of intent is demonstrated by absence of ties to the former state of residence for twelve consecutive months. This is evidenced by obtaining a California driver's license or identification card, registering your motor vehicle in California, establishing an employment history in California, filing state and federal tax returns as a California resident, transferring your major banking and/or investment services to California, changing your permanent address on all pertinent records, registering to vote in California. **These steps should be taken immediately on arrival, before the beginning of classes.**
4. **Financial Independence:** If the student's parents are not residents of California, the student must demonstrate that for a minimum of the current calendar year and the immediately preceding calendar year: a) s/he has not and will not be claimed as an income tax deduction by parents or any other individual; b) s/he has legal dependents other than spouse. [NOTE: Teaching Assistants and Associates employed at least 49% time are exempt from the financial independence criterion. All other criteria apply.]

Students may contact the Office of the Registrar (805-893-3033) for counseling on residency questions. The final authority on residency matters rests with the Campus Residency staff in the Office of the Registrar. Students who leave the state, either on leave of absence or with lapsed status, must file a residency statement when they return or reapply.

Financial Support Pay-out:

1. If you are employed as a Teaching Assistant or Teaching Associate you will be paid once a month on the first of the month (except for January 1), for service rendered the preceding month. If you begin in Fall Quarter, your first paycheck will be issued on November 1 (or on October 1 if you select the fall four-month pay schedule). If you are employed as a Reader, you will be paid once a month on the first working day of the month.
2. Fellowship stipends are awarded once quarterly just before the beginning of each quarter through the BARC Office. If your fellowship includes the payment of fees and/or tuition, payments will be credited directly to your billing account prior to payment deadlines. Registration fees and nonresident tuition may or may not be covered in your fellowship award. Read the award letter carefully, and contact your department if you have questions.

SPECIAL AWARDS AND OPPORTUNITIES

Awards

The department administers three special awards for graduate students:

1. The Siff Award for Best Essay in Philosophy - An award with a cash prize is normally given for the outstanding essay written by a graduate student during an academic year. Papers are nominated by department faculty. A faculty committee determines the award recipient, and it is the prerogative of the committee to divide the prize between two or more students or to abstain from giving the award to any student. The Siff Award recipient will read the winning paper at a meeting of the Department during Spring Quarter. Prior recipients of the Siff Award are not disqualified from subsequent competition.
2. The Stough Memorial Award in Philosophy - An award with a cash prize is normally awarded for the outstanding essay in ancient Greek philosophy or ethics written by a graduate student during an academic year. Papers must be nominated by department faculty. A faculty committee determines the award recipient, and it is the prerogative of the committee to divide the award between two or more students or to abstain from giving the award to any student. The Stough Award recipient will read the winning paper at a meeting of the Philosophy Department during Spring Quarter. Prior recipients of the Stough Award are not disqualified from subsequent competition.
3. The Wienpahl Award for Excellence in Teaching - An award with a cash prize is normally awarded each year for teaching excellence by a graduate student. To be considered, students must submit teaching evaluations they have received. However, it should be understood that undergraduate evaluation of teaching is only one of the factors considered by the committee charged with determining the Wienpahl Award recipient. Furthermore, the terms specify that the award should be given only for genuine excellence in teaching and that it should not be automatically awarded to the best graduate student teacher of the year. The department tends to consider the Wienpahl Award to be a career award based on the student's performance as a teacher throughout the student's tenure as a teacher.

It should be noted that, in addition to the departmentally administered Wienpahl Prize, there are campus-wide awards recognizing teaching excellence by graduate students.

Opportunities

The University of California provides special opportunities for its students, two of which may be of interest to some of you:

1. Intercampus Exchange Program: Students may temporarily study at one of the sister campuses of the University of California if special courses, research specialists, or library holdings unavailable at UCSB are available at another campus. Students interested in such an opportunity should consult the department or the Graduate Division.
2. The Education Abroad Program: While the University of California Education Abroad Program (EAP), which has programs in over 30 countries, is primarily a program for undergraduates, certain programs are open to graduate students. UC fees need to be paid to participate in these programs but may be reduced. Students interested in this opportunity should consult with the Faculty Graduate Advisor as well as the EAP Department at: www.eap.ucsb.edu/.

RESPONSIBILITIES OF THE TA AND THE SUPERVISING FACULTY

Overview

The purpose of the following guidelines for Teaching Assistants (the term "Teaching Assistant" or "TA", as used in this document, represents collectively all teaching apprentice positions, including Teaching Assistants, Associates, and Teaching Fellows) and supervising faculty are:

- to maintain a high quality of teaching in undergraduate courses;
- to clarify the mutual responsibilities and obligations of the professor and the TA; and
- through apprenticeship, to train graduate students to be "educators."

University policy specifies the roles and responsibilities of apprentice personnel. Three principles help clarify these roles and responsibilities:

1. The Teaching Assistant is a 'student teacher' selected for his/her scholarship and promise as a teacher. S/he serves an apprenticeship under the active tutelage and supervision of regular faculty members who are responsible for curriculum and instruction in the University.
2. TA's are not to be given sole responsibility for the instructional content of any course, for examinations, for determining the term grade for students, for instructing the entire enrollment of a course, nor for the entire instruction of an individual or group of students enrolled in any University course.
3. In order to ascertain the quality of each student teacher's performance in the full range of his/her assignments, and to require improvement when necessary, the faculty member who is responsible for the instruction and grading of students is expected to consult regularly with his/her student assistant(s) and to visit any course-related recitation and/or laboratory sections to which s/he (they) are assigned.

Graduate Council policy requires that all prospective international TA's for whom English is not the native language be evaluated before they can assume classroom teaching responsibilities. Teaching responsibilities should not be promised to a prospective international TA until after (1) s/he takes the TA language evaluation; and (2) s/he is certified to have sole classroom teaching or laboratory responsibilities as a result of passing the TA evaluation.

TA assignments are expected to involve an appropriate range of supportive activities, which may include:

- Assisting the faculty member in the preparation of course materials
- Teaching in laboratory or discussion sections for the supervising faculty
- Attending the supervising faculty member's lectures or other instruction periods
- Reading and grading student papers and examinations
- Assisting with evaluation of students' performance and assignment of grades
- advising students during office hours

The guidelines for TA's and faculty members in the Department of Philosophy are based on the following assumptions:

1. The quality of the undergraduate's education is best served when Teaching Assistants and faculty members work cooperatively and effectively together. Thus it is the mutual responsibility of the TA and the faculty member to communicate questions and problems to each other regarding teaching materials, techniques, assignments, examinations, students' response, and other related factors that affect the fulfillment of the separate duties.
2. The concept of apprenticeship means that the faculty member provides "active tutelage" to TA's to help them improve their teaching skills. This must include the communication about content or subject matter of the course and evaluation of and advice about teaching effectiveness. Such feedback must ensure that undergraduates receive instruction of satisfactory quality, and could involve the faculty member's direct observation of the TA in section, discussion of students' written or oral evaluations of the TA, and a review of a TA's videotaped presentations in section. Advance notice should be given before classroom observation.
3. Effective teaching by Teaching Assistants demands credibility in their roles as teachers. Thus observations and evaluations of TA's by faculty members must not jeopardize the TA's' rapport with their students. Evaluations and comments must take place later, in confidence.

Guidelines

1. Newly appointed TA's are required to attend the annual campus-wide TA orientation meeting in the fall as well as the all department TA orientation meetings. First time TA's enroll in Philosophy 500 (Apprentice Teaching in Philosophy) and 501 (TA Training) for two units each, S/U grading. In subsequent quarters, TA's enroll in Philosophy 500 for 4 units, S/U grading.
2. First-time TA's, as part of their work in Philosophy 500 and 501, are required to be evaluated by at least one of the following methods: (a) the videotaping of a discussion section, through Instructional Consultation; or (b) observation of a discussion section by the course instructor.
3. TA's are required to distribute student evaluations (ESCI's) to their classes at the end of the course. The department will provide them with the forms. Results of ESCI's and student comments are available from the Staff GPA upon request each quarter. Results of ESCI's are crucial for future TA appointments as well as possible awards, and provide a valuable tool to let TAs as well as faculty know what is (and is not) working with individual teaching methods.
4. TA's are expected to be familiar with campus policies concerning sexual harassment and academic dishonesty and to report any instances of the latter to the course instructor. TA's are encouraged to take the e-learning online course, "Preventing Sexual Harassment for Teaching Assistants," available at: <http://apps.sa.ucsb.edu/tasexualharassment/>.
5. TA's are encouraged to consult the pedagogical resources in the Instructional Resources Office in Instructional Development (<http://id.ucsb.edu/search/node/pedagogical>), located in Kerr Hall 2130) and should be familiar with the array of services available at CLAS/Campus Learning Assistance Services (<http://www.clas.ucsb.edu/>), located at SRB 3210/Phone: 805-893-3269, and the Disabled Students Program (<http://dsp.sa.ucsb.edu/>), located at SRB 2120/Phone: 805- 893-2668, in order to refer their students to them where appropriate.
6. Weekly meetings between the faculty member and the course TA's should be held to ensure that TA's are confident and secure with the content, presentation, and implementation of all materials and that they are pedagogically prepared for the upcoming sections. The focus of such meetings

might be on such things as:

- a) rationales, goals, and objectives for the discussion
 - b) specific content and examples for each topic
 - c) emphasis or time to be spent on each topic
 - d) questions to ask students or discussion points to be covered
 - e) potential problem areas in presentation and recommended solutions
 - f) references to assist in the preparation of the TA's presentation.
7. Faculty members should provide TA's with keys to the exams. Guidelines for grading should also be provided, including, where possible, a detailed breakdown for the assignment of points. This will help ensure that it is the professor's emphases, and not those of individual TA's, that are reflected in the grading. It will also contribute to the maintenance of uniformity among the different graders. TA's may be asked to review examination questions prior to the exam at the professor's discretion.
 8. The supervising faculty member is responsible for instruction and grading in all University courses. Thus, while TA's may prepare instructional materials for discussion sections and will be grading student work, it is expected that TA efforts be checked by supervising faculty members throughout the quarter to maintain academic standards and provide necessary feedback.
 9. While experienced TA's may function as valuable resources for other TA's in a course, the training of all TA's is with the TA Coordinator (a faculty member) and not with other TA's. However, in any quarter when the department has a Lead TA (an advanced graduate student), that TA will be involved in TA training for the quarter.
 10. The opportunity to give an occasional course lecture may be a welcome culminating experience for an experienced TA. Such lecturing experiences should be limited in occurrence and carried out under the supervision and guidance of the faculty member. TA's should not be expected to lecture merely to substitute for an absent faculty member.
 11. A TA's 50% appointment specifies a 20-hour per week time commitment. [It should be noted that the quarter typically comprises twelve weeks, the ten weeks of instruction plus the week immediately preceding and the week immediately following the period of instruction.] This time includes lecture attendance, weekly meetings with the instructor, preparation for and teaching of discussion sections, office hours, grading, and preparation of instructional materials. In the event these duties consistently require over 20 hours per week, the supervising faculty or Associate must choose among the options for the use of a TA's time with highest priorities given to the more central duties.
 12. A TA's appointment is a binding contract for the duration of the quarter. Once instruction has begun, it is unacceptable for a TA to break the contract for any reason except in an extreme emergency.
 13. It is crucial that the students enrolled in a course have confidence in the teaching staff for that course. Therefore, a professional attitude should be presented to the students by the TA's and teaching faculty at all times. Any disagreements or problems related to the teaching of the course should be handled confidentially among the teaching staff. "Professor bashing" or the conducting of so-called "counter sections" by TA's is a serious breach of professionalism.
 14. All papers (homework assignments, exams, and other course work) are to be returned to students

by the TA (or professor) during a designated time period or at established office hours; or students should furnish self-addressed stamped envelopes for the purpose of returning graded papers and/or exams. It is also strongly recommended that all finals be retained by the TA (or professor) for the period of one year (separated and marked by class and quarter).

Resolution of Problems Concerning the TA Guidelines

If problems arise concerning the roles or responsibilities of supervising faculty and TA's, the involved parties should meet with each other to discuss the problem and its resolution. If this meeting does not resolve the problem, the TA or supervising faculty member should attempt to a resolution through consultation with the department chair, who has the responsibility to resolve matters regarding department personnel.

The Department TA Coordinator is Professor Thomas Holden, who can be reached at tholden@philosophy.ucsb.edu.

MISCELLANEOUS ITEMS

Recreation

The UCSB Recreation Center is available for daily use by registered students. For more information, visit: <http://www.recreation.ucsb.edu/>.

Transportation

UCSB Parking and Transportation Services information can be found at: <http://www.tps.ucsb.edu/>. Transportation Alternative Services information is at: <http://www.tap.ucsb.edu/default.aspx>.

There are bicycle paths on campus, and bike paths and routes in the Goleta and Santa Barbara areas. Bicycle path and route maps are available at local bicycle shops as well as online at: <http://www.tap.ucsb.edu/bicycle.aspx>.

There is metropolitan bus service (Metropolitan Transit District, MTD) between UCSB, Isla Vista, Goleta, Santa Barbara and Carpinteria, free to registered students. For more information, visit: <http://sbmtd.gov/fares-and-passes/index.html>. For route information, see: <http://sbmtd.gov/>.

Furniture/Household Items

If you haven't explored the area yet and are arriving without household items, the following are some commonly used sources for them: (a) private garage sales; (b) Craig's List web site (<http://santabarbara.craigslist.org/>), The Independent weekly newspaper or website (<http://www.independent.com/>); (c) The Santa Barbara Newspress classified section (<http://class.newspress.com/>), and (d) assorted local retail stores, hardware/home improvement stores, thrift stores, used furniture stores.

PLACEMENT

Securing an academic position is the natural goal of most graduate students enrolled in a Ph.D. Program. The department placement officer will provide details of the procedures and the type of department assistance available at the beginning of each academic year for students ready to enter the job market. This section is intended to give an overview of placement and to alert students to certain preparations which must be done well before going on the "job market." [Since there are likely to be some differences of opinion and approach on the matter of placement, it should be stated that the view presented here is that of the department and is based on the experiences of past placement officers.]

Preparation

While the job market appears to be improving, competition for available jobs is high. One should consider oneself **ideally** prepared when all of the following conditions are met:

1. Ph.D. or the virtual certainty of having had the dissertation approved prior to the appointment date
2. Clearly defined areas of specialization and areas of competence
3. One or more papers published or accepted for publication
4. Strong set of teaching evaluations, having independent teaching experience
5. Strong set of letters of recommendation (minimum 3, best to have 5 solid ones)

This is, of course an ideal, and most viable candidates will fall short of it in some way or other. Some comments, however, may be in order on each of these items.

1. Completion of the Ph.D.

Most jobs require the Ph.D. by appointment time and possibly by the time of application. Even if one should be fortunate enough to secure a position without a Ph.D., since many universities make tenure decisions by the sixth year, one seriously jeopardizes tenure if one does not arrive on the job with a Ph.D. If the tenure decision is to be made by the end of the sixth year, one has at most five years to establish a publication record sufficient for tenure; if one or two of these years are spent finishing the dissertation, it will be difficult to establish such a record in three to four years since journals take up to six months to reject a paper and (according to the American Philosophical Association's Guide to Publishing) editors expect authors NOT to submit their paper to more than one journal at a time.

Employers know that many applicants tend to underestimate the time required to complete the dissertation, and that many departments (when asked) tend to add one year to the student's estimated time of completion. Even letters by advisors stating that the dissertation will be completed by next summer tend to be met with skepticism. Therefore, if you have not completed the dissertation, be sure that you have written enough so that your advisor can provide sufficient evidence in his or her letter that the dissertation will indeed be finished before appointment.

2. Areas of Specialization and Competence

Most jobs specify areas of specialization and competence, and for the department to be able to recommend you for those jobs, your area must match the advertised areas. The area of specialization is

pretty much limited to teaching experience as the instructor, the area of your dissertation, and areas in which you have had papers accepted for publication. Areas of competence require a little less but you must in some way be able to substantiate that the alleged area of competence really is such an area. The simplest way to establish this is that you have TA-ed (and, better yet, been an Associate) in that area. Thus, for example, if you want to claim the history of philosophy as an area of competence, you should have TA-ed for 20ABC. This means that you should seek to TA in as wide a range of courses as possible since the number of jobs you qualify for is, to a measure, determined by the number of areas of competence you can claim.

Claims to have an area of competence would be met with skepticism if all you can say is that you have personally read widely in the area. Short of TA-ing in that area, the combination of the following factors would make the claim to competence plausible: (a) Having taken a number of courses in that area. (b) Having been a reader for a course in the area. (c) A letter from the faculty member teaching the course stating that you were a reader, that you knew what you were doing, etc. (d) A prepared syllabus for a potential course you may teach in the area.

It would be a good idea in general to prepare syllabi for courses in areas you claim as your areas of specialization and competence. In job interviews you are often asked how you would teach a certain course, and it could be impressive if you can produce a syllabus on the spot and talk on the basis of it.

3. Publications

In a sense, publication is a certification by the profession that the high opinion your teachers have of you is justified. In part, because of this, special pleading is needed for a department to claim that someone with no publication is a better candidate for the position over someone with one or more publications. Therefore, you should be thinking about publications well before you go on the job market.

The leading journals (*The Journal of Philosophy*, *The Philosophical Review*, *Mind*, etc.) have rejection rates in the high 90% level, and rejection rates are high for most journals. Beyond this, it takes journals 3 to 6 months to make a decision. Finally, submission of the same paper to more than one journal at the same time is a violation of the professional code. [Editors do keep track of withdrawn papers that appear in other journals.] Perhaps a realistic timetable for the acceptance of a paper by some journal or other is two years after the initial submission of the paper. Therefore, you should start thinking about submitting a paper for publication fairly early in your career, and certainly by the time you advance to candidacy.

It may not be possible for you to have a paper accepted by the time you go on the job market. Furthermore, while any rejection notice is discouraging, all of us have had papers rejected. Rejection of a paper is no cause for depression; a healthy attitude is that this is the norm, with acceptance being the exception. A good plan may be to make an ordered list of three to five journals to which you plan to submit the paper, and upon receiving a rejection, to submit the paper immediately to the next journal on the list. [Perhaps after three rejections, you should look at the paper again to see if you can improve it; but there is no need to do this with each rejection].

4. Teaching Evaluations and Independent Teaching

It would be difficult to imagine a person getting a teaching position without some evidence of good teaching, and teaching evaluations are in a sense the "bottom line" for most hiring departments. **You should keep all summaries of teaching evaluations you get from the department.** Be sure to distribute the blank teaching evaluations, which are placed in your mailbox, to each class near the end of *every* quarter you teach.

Since the TA-ship is an apprentice period, there is the luxury of failure with no penalties, because there is no need to submit all summaries of teaching evaluations. But to be a viable candidate, you need a number of quarters in which you received good student evaluations as a TA for the course. If "1" is the top score on a five point scale, a good evaluation would average between "1" and "2"; averages less than "2" will not be considered evidence of good teaching by the hiring department. Therefore, once you start teaching, you should make it a goal to have a minimum of three quarters of good evaluations. Take advantage of whatever help you can get from the department TA coordinator and from UCSB Learning Resources in terms of TA meetings and video taping.

Many tenure track appointments require prior independent teaching experience. An appointment as an Associate (teaching a course as the instructor) looks great on a resume. Exceptional TA evaluations are necessary for consideration as an Associate (and this is another reason to take your TA-ing seriously). Unlike a TA-ship, you will not have multiple chances at independent teaching and may well have to seek elsewhere to gain independent teaching experience. Santa Barbara City College and community colleges in Ventura, Oxnard, Santa Maria, etc. should be considered. The pay is modest, but a good set of evaluations and a letter from the chair attesting to your independent teaching ability can be invaluable for the job market.

Therefore, getting good student evaluations becomes more critical for each course you teach independently. You should be aware that getting a good evaluation for large courses of over 100 students is challenging. A strong set of evaluations from a number of large courses taught on your own tends to be rare; but if you can achieve this, it can often outweigh all other defects in your record.

5. Letters of Recommendation

There is a natural expectation that a student's dissertation supervisor will write a strong letter for the student. Thus, there is sometimes a tendency to look at other letters as confirmation of the fact that the candidate really is as good as the supervisor claims. This is why you need three to five strong letters of recommendation. That you will eventually need such letters should be kept in mind during your graduate career.

There is a strong likelihood that asking for a letter of recommendation **prematurely** will strongly jeopardize the chances of a good letter for years to come. Once a faculty member writes a letter, it is likely to remain in his or her computer with subsequent changes being mere additions or deletions from the original letter. If the faculty member was not overly impressed by your work at the time of writing the original letter, a somewhat qualified tone of the letter may be virtually impossible to remove in subsequent years. Be sure that you have really shown your best in your submitted portions of the dissertation before asking the supervisor or other members of the committee to write letters.

When you are ready, decide whom to request letters of recommendation from and ask the professors if they will write for you. Once written, the professors will send their confidential letters directly to your selected placement service(s), along with any required signed waivers. Your dossier must have **at least** three letters.

It is extremely important that at least one letter of recommendation speaks well of your teaching ability. This means that you need at least one letter from former instructors you have TA-ed for or from the department chair.

How to Set-Up a Dossier

If you think that this is the year you are ready to go on the job market, the placement officer will schedule

a meeting early in the Fall Quarter for any interested students to discuss placement procedures. The first priority will be creating your dossier (placement file). Once created, you must keep it updated.

Your dossier should include (minimally):

- 1) Updated CV (if you would like a copy of a placed candidate's CV for reference, please ask.)
- 2) Dissertation abstract
- 3) Letters of recommendation (at least three)
- 4) Teaching evaluations (Request from the Staff GPA any teaching evaluations you are missing for your dossier. You should have a complete set of teaching evaluations for all quarters you TA-ed.)
- 5) Unofficial transcripts (Request from the Registrar's office)

All active dossiers for the current year need to be updated before the fall job search begins. Students on the job market should be prepared to update their dossiers by late September before applications are submitted.

Information on Jobs

Job information can come from several sources.

1. The APA's *Jobs For Philosophers* (JFP) is the main source for us. The newspaper and website (<http://www.apaonline.org/>) are produced five times yearly for subscribers and lists college and university teaching jobs and other positions available to Philosophy Ph.D.'s. The online version may be amended after initial postings and so would be more up-to-date than the published one. However, (since the department has several subscribing faculty members), printed copies are usually available in the Philosophy Common Room.
2. The *Chronicle of Higher Education* has a website (<http://chronicle.com/section/Jobs/61/>) with job postings. There are philosophy job listings for non-subscribers as well as subscribers.
3. Notices are sent to the department from other institutions as well as other sources. (These are often duplicated in the JFP.) These will be shared with those on the active list for placement as they come along.
4. New positions may be advertised at the American Philosophical Association (APA) conventions (held three times a year). The placement officer usually attends at least two of the conventions to help the candidates meet people and to help set up interviews.

Placement activity begins with the first issue of the APA's *Jobs for Philosophers* and continues until late spring. While you should attend any APA convention for which you have pre-arranged interviews, it is questionable whether you should go to meetings in the East or Midwest without at least one pre-arranged interview. West coast meetings in California should definitely be attended since it would give you good experience at relatively little expense. Don't be discouraged by possible lack of success during the first six months; consider it as experience preparing you for the Midwest meetings.

Finding a Placement Service Agency

As you are actively entering the job market, it is advisable to set up an account with a placement service agency. Our department's recommendation is Interfolio (www.interfolio.com), which is inexpensive as well as multi-faceted and highly service-oriented. A placement service agency can collect and send out confidential letters of recommendation, as well as store and send out dossier materials, at a reasonable cost. If you choose to apply without the aid of a placement service agency, you will need to have your letter writers send individual letters to each prospective employer (which may be problematic for some of

your letter writers.)

If you wish to have the Placement Officer review your dossier materials and/or letters of recommendation at some point, this is easily possible through Interfolio as long as you allow UCSB to view your documents in your account. When your permission is granted, a confidential administrator code will be sent to the Placement Officer/Administrator here in the department which can be used to view documents in your file at your request. Outside of using Interfolio, in order to have confidential letters of recommendation looked over by the Placement Officer, you can either request that letter writers send a copy of letters to the Placement Officer for review, or pay to have a complete set of letters from your file (if using a placement service agency other than Interfolio) sent to the department Placement Officer for review.

Preparation for Interviews

Once you have an interview lined up the placement officer can set up a “mock interview” with three department faculty members. This will give you the experience of an academic interview and help you learn what to expect.

If a student seeking a teaching position has a pre-arranged interview at an APA meeting, a stipend for the least expensive round-trip airfare to that meeting may be available from the department’s Church Fund.

Some Final Comments about Securing an Academic Position

What was outlined as an "ideal" preparation for the job market is difficult to attain. Especially difficult is the problem of balancing all the demands within the finite number of hours one has in a week. You should be particularly aware of the danger of focusing on everything but the completion of the Ph.D. -- without a Ph.D. (nearly) in hand everything else may be for naught. Clearly, budgeting time upon advancement to candidacy is crucial.

Do not enter the job market prematurely. The likelihood of success is extremely low, and you will end up wasting a lot of time and energy on the futile attempt to get a job.

Despite the competitiveness of the job market, do your best and try to look as if "nothing could be better" when you go to an interview. A positive attitude at the interview is essential; if you let your discouragement show, the interviewer is likely to mark you as a "loser" right away.

As a final word of advice, have a "game plan" for any interview you are going to. While the interviewers are ultimately going to control the interview, direct the discussion as much as possible to what you want to say and what you want to show them. Ultimately, remember that you have a lot to offer as an instructor, and the institution you are interviewing at would benefit greatly from hiring you.